**Academic Performance as a Predictor of LET Success: A Regression Analysis among BEED Graduates at Davao Oriental State University – Cateel Campus**

**ABSTRACT**

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| --- |
| This study examined the predictive relationship between General Weighted Average (GWA) and performance in the Licensure Examination for Teachers (LET) among Bachelor of Elementary Education (BEED) graduates of Davao Oriental State University – Cateel Campus. Recognizing GWA as a key indicator of academic achievement, the research aimed to determine whether undergraduate academic performance could significantly predict licensure outcomes. Utilizing a correlational research design and employing complete enumeration of BEED graduates from the 2022 and 2023 cohorts, the study used descriptive statistics, Pearson’s correlation, and simple linear regression to analyze secondary data obtained from institutional records. Findings revealed a strong positive association between academic performance and LET outcomes, indicating that graduates with better GWAs were more likely to achieve higher licensure exam scores. These results emphasize the importance of sustained academic performance in building foundational knowledge for licensure success. While GWA emerged as a significant predictor, the study acknowledges that other factors—such as student motivation, test preparation, and support systems—may also influence LET results. The findings offer practical insights for students, educators, administrators, and policymakers in enhancing teacher education programs and licensure preparation efforts. This study addresses a gap in institutional research and contributes to evidence-based strategies for improving academic and professional outcomes among future educators. |

*Keywords: LET, GWA, BEED graduates, academic performance, regression analysis*

**1. INTRODUCTION**

Teacher education programs are instrumental in shaping competent and qualified educators. One widely recognized indicator of academic success within these programs is the General Weighted Average (GWA), which reflects a student's cumulative performance across coursework. In the Philippines, academic achievement alone is not sufficient for entry into the teaching profession; candidates must also pass the Licensure Examination for Teachers (LET), which serves as the national benchmark for teacher readiness.

Despite efforts to align pre-service training with licensure requirements, many education graduates continue to underperform in the LET. Nationally, elementary-level LET passing rates have fluctuated between 27% and 55% in the past decade, raising questions about the efficacy of teacher education programs. This concern is echoed globally, as several studies highlight the mismatch between academic preparation and licensure outcomes (Bardelli et al., 2022; Petchauer, 2018). While a strong academic background is often assumed to support licensure success, this assumption requires further validation at the institutional level.

At Davao Oriental State University – Cateel Campus (DOrSU-CC), no empirical study has been conducted to investigate whether GWA can serve as a meaningful predictor of LET performance among Bachelor of Elementary Education (BEED) graduates. This gap in local research is significant, especially considering the need for data-driven strategies to improve licensure outcomes. If GWA is found to be a reliable indicator, it could inform admission, retention, and instructional policies within the BEED program.

This study, therefore, aims to examine the predictive relationship between undergraduate academic performance (GWA) and LET results. Beyond its academic contribution, the study offers practical implications for curriculum review, academic advising, and the design of targeted interventions for students at risk of failing the LET. It also supports evidence-based decision-making for institutional administrators and program developers committed to improving the quality and effectiveness of teacher education.

**2. OBJECTIVES**

This study aimed to determine the predictive relationship between GWA and LET performance among BEED graduates of Davao Oriental State University – Cateel Campus, specifically:

1. To describe the average academic performance (GWA) and LET performance of BEED graduates.
2. To determine the degree of correlation between GWA and LET performance of BEED graduates.
3. To assess whether GWA is a significant predictor of LET performance among BEED graduates.

**3. LITERATURE REVIEW**

**GWA as an Academic Performance Indicator**

The General Weighted Average (GWA) is a comprehensive academic metric used in the Philippines to evaluate a student's cumulative academic performance (Anwar et al., 2024). Computed through the weighted mean of grades across all enrolled subjects, GWA offers an integrative view of a student’s scholastic trajectory. Scholars such as Papadogiannis et al. (2023) and Calaguas (2011) emphasized that a high GWA reflects sustained academic excellence and discipline mastery, while lower GWA scores may signal learning challenges requiring intervention (Jenkins, 2022). Thus, GWA functions as both a historical record and a forward-looking indicator of performance potential (Bashiru et al., 2022).

Beyond its academic diagnostic utility, GWA plays a pivotal role in institutional decisions related to honors, scholarships, and graduate school admissions (Aciro et al., 2023). Academic institutions often set GWA thresholds to ensure students meet defined standards of proficiency and are equipped for advanced study or professional application (Alshawwa, 2023). In this context, GWA becomes more than a numerical average—it emerges as a critical benchmark of academic readiness and achievement.

**Impact of LET Performance on Teacher Quality**

The Licensure Examination for Teachers (LET) serves as the national credentialing exam for aspiring teachers in the Philippines, designed to ensure that educators meet minimum standards of content and pedagogical knowledge. As Delos Angeles (2020) notes, LET performance is often considered a direct indicator of teacher quality. Supporting this claim, Cahapay (2020) found a strong positive correlation between college-level GWA and LET outcomes, suggesting academic achievement may forecast success in professional exams.

LET outcomes have also been linked to classroom performance. Teachers who perform well in the LET tend to demonstrate better mastery of subject matter and instructional strategies (Abao et al., 2023), essential elements for effective teaching and student learning. These findings underscore the need for teacher education institutions to prepare students not only academically but also in terms of exam readiness (Tolete et al., 2024; Antiojo, 2017).

**The Relationship Between GWA and Licensure Exams**

The predictive validity of GWA in relation to licensure examination outcomes has been widely examined. As Tulud (2023) explains, GWA is a strong indicator of a student’s conceptual mastery, critical thinking ability, and overall academic competence—factors that underpin licensure exam success. Jiwan et al. (2023) similarly note that students with higher cumulative academic performance tend to exhibit higher proficiency in standardized assessments, including licensure tests.

In a study by Amanonce and Maramag (2020), higher education graduates with superior GWAs demonstrated higher success rates in the LET, especially among BEED and BSEd cohorts. Similarly, Navida and Cocal (2022) found that students’ performance in professional education subjects significantly predicted their LET outcomes, affirming the link between academic preparation and exam results.

Further evidence from Abao et al. (2023) revealed that students who maintained high academic averages developed greater mastery of concepts and better test-taking strategies—two components that led to higher LET performance. Esmeralda and Perez-Espinosa (2015) also found a significant correlation between GWA and board exam results among BEED graduates, reinforcing the argument that academic achievement is a valid predictor of professional licensure success.

This relationship is also observed in other professional fields. Banua (2019) found that nursing graduates with strong GWAs were more likely to pass the Nursing Licensure Examination (NLE) on their first attempt. Similarly, Salcedo et al. (2021) reported that GWA significantly influenced success in the Certified Public Accountant Licensure Examination (CPALE). These findings from diverse disciplines strengthen the proposition that academic achievement predicts performance in high-stakes licensure assessments.

**Beyond GWA: Other Influencing Factors**

While GWA provides a strong foundation for predicting licensure outcomes, it is not the sole determinant. Several studies highlight the role of other factors in exam success. Tulud (2023) emphasizes the importance of test-taking strategies, while Jeyaraju et al. (2022) point to psychological variables such as motivation and emotional preparedness. Maghinay (2024) and Camañero et al. (2024) found that review programs and structured exam preparation also significantly affect LET performance.

Moreover, licensure exams assess not just recall of knowledge but also critical reasoning, situational analysis, and problem-solving (To`qsonovna, 2023; Lee & Wimmers, 2016). Ramirez et al. (2024) argue that exam readiness includes not only content mastery but also familiarity with test formats and confidence under pressure—elements that GWA alone may not capture.

**Relevance to the Current Study**

While prior research supports the relationship between academic achievement and licensure examination outcomes, most existing studies focus on national-level data or broader institutional populations. There remains a lack of evidence examining this relationship within specific local contexts where academic policies, instructional strategies, and student support structures may vary. This study addresses that gap by exploring whether the GWA of BEED graduates from Davao Oriental State University – Cateel Campus serves as a significant predictor of their LET performance. By situating the investigation within a localized institutional framework, the study aims to generate findings that can inform evidence-based improvements to academic advising, curriculum delivery, and licensure preparation initiatives specific to the university's teacher education program.

**Implications from the Literature**

In summary, the reviewed literature consistently highlights the value of GWA as a measure of academic performance and a potential predictor of success in licensure examinations. LET outcomes have also been shown to reflect teacher preparedness and instructional quality, reinforcing the importance of robust academic training during pre-service education. While strong academic records are linked to licensure performance, multiple studies also emphasize the role of non-academic factors such as motivation, test-taking strategies, and review programs. This multidimensional understanding suggests that institutions must not only uphold academic standards but also provide comprehensive support to improve licensure success. Anchored in this literature, the present study seeks to contribute context-specific insights that strengthen teacher preparation within DOrSU–Cateel Campus.

**4. MATERIALS AND METHODS**

**Research Design**

This study utilized a correlational research design to investigate the relationship between General Weighted Average (GWA) and Licensure Examination for Teachers (LET) performance among Bachelor of Elementary Education (BEED) graduates of Davao Oriental State University – Cateel Campus. The design was appropriate for determining both the strength and direction of the relationship between the variables, as well as the predictive value of GWA on LET performance. The study used quantitative methods, specifically descriptive statistics, Pearson’s correlation, and simple linear regression analysis, to examine the data. As a non-experimental study, it relied solely on existing secondary data without manipulation of variables. All analyses were conducted using SPSS Version 22.

**Research Locale**

The study was conducted at Davao Oriental State University – Cateel Campus, a public higher educational institution in District 1, Davao Oriental, that offers a Bachelor of Elementary Education (BEED) program. The institution is dedicated to cultivating proficient educators who comply with the national criteria established by the Professional Regulation Commission (PRC) and the Commission on Higher Education (CHED).

**Respondents and Sampling**

The respondents of this study were the 54 BEED graduates of 2022 and 2023 from Davao Oriental State University – Cateel Campus who had taken the Licensure Examination for Teachers (LET). This timeframe was selected to reflect the most recent trends in academic performance and licensure outcomes among the university’s graduates.

Since the total number of eligible BEED graduates from these two academic years was manageable, the study employed a complete enumeration sampling method. All graduates with accessible records for both their General Weighted Average (GWA) and LET results were included in the analysis. Among the 54 respondents, 8 were male and 46 were female, reflecting the typical gender distribution of pre-service elementary education programs. This approach minimized sampling bias and ensured that the entire target population was represented.

**Data Collection**

This study utilized secondary data obtained from institutional and BEED graduate sources to ensure accuracy and reliability. The Grade Weighted Average (GWA) records were collected from the university registrar's office. At the same time, performance data from the Licensure Examination for Teachers (LET) was gathered from graduates and the program’s licensure performance database. To ensure the validity of self-reported LET results, graduates were requested to provide screenshots of their official LET results from their PRC accounts. Before data collection, the researcher sought official permission from the university administration and relevant offices to access the necessary academic and licensure records. To uphold ethical research standards, all personal identifiers, such as student names and ID numbers, were removed to ensure confidentiality and compliance with data privacy regulations.

**Research Instrument**

As this study relied on secondary data, no direct survey or test instrument was required. Instead, data recording sheets were used to organize and analyze GWA and LET scores systematically.

**Data Analysis**

Descriptive statistics, including means and standard deviations, were computed to provide a comprehensive assessment of the academic performance (GWA) and licensure outcomes (LET scores) of BEED graduates. To facilitate interpretability, GWA was classified into performance categories as follows: 1.00–1.25 (Excellent), 1.50–1.75 (Very Good), 2.00–2.25 (Good), 2.50–2.75 (Satisfactory), 3.00 (Passing), 4.00 (Conditional Failure), INC (Incomplete), and 5.00 (Failure). Similarly, LET performance was categorized into the following categories: 90% and above (Excellent), 85%–89% (Very Satisfactory), 80%–84% (Satisfactory), 75%–79% (Fair), and 74% and below (Poor).

To examine the relationship between academic performance and licensure outcomes, Pearson’s correlation coefficient (r) was computed to assess the strength and direction of the relationship between GWA and LET scores. The correlation coefficient was interpreted using the classification of Emmanuel and Isiaq (2024): -0.7 to -1 (Very Strong Negative), -.5 to -.7 (Strong Negative), -.3 to -.5 (Moderate Negative), 0 to -.3 (Weak Negative), 0 (None), 0 to 3 (Weak Positive), .3 to .5 (Moderate Positive), .5 to .7 (Strong Positive), and .7 to 1 (Very Strong Positive).

A simple linear regression analysis was conducted to determine whether GWA significantly predicts LET performance. The regression model follows the equation: LET Score=β0+β1(GPA)+ε, where: β₀ = Intercept (constant); β₁ = Regression coefficient (change in LET score per unit increase in GWA); and ε = Error term.

Since GWA was initially measured on a scale where lower values indicate better academic performance (1.00 as the highest and 5.00 as the lowest), it was transformed so that higher values correspond to better academic performance (5.00 as the highest instead of 1.00). This transformation was applied to ensure an intuitive interpretation of correlation and regression results, aligning GWA and LET scores in the same directional relationship, where higher values indicate better performance.

The significance of the regression model was tested using the p-value (α = 0.05) to determine statistical significance. Additionally, the R² value was computed to indicate the proportion of variance in LET scores explained by GWA.

**Limitations of the Study**

This study was limited to BEED graduates from a single institution and relied solely on secondary data. Other factors that may influence LET performance, such as motivation, study habits, or review attendance, were not included. Additionally, the study focused exclusively on quantitative analysis; future research may explore qualitative insights to enhance understanding of licensure success.

**4. RESULTS AND DISCUSSION**

**Average Academic Performance (GWA) and LET Performance of BEED Graduates**

Descriptive statistics were computed to assess the academic performance (GWA) and licensure outcomes (LET scores) of BEED graduates. The results indicate that the average LET score was M = 84.89 (SD = 4.39), falling under the *"Satisfactory"* category (80%–84%) based on the predefined classification. However, since 84.89 is close to the *"Very Satisfactory"* range (85%–89%), this suggests that, on average, graduates nearly attained the next performance level, indicating a generally strong LET performance.

**Table 1. Average academic performance (GWA) and LET performance of BEED graduates**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Mean | Std. Deviation | Descriptive Value |
| LET Average | 84.89 | 4.39 | Satisfactory |
| GWA | 1.98 | .20 | Good |

The mean GWA in its original scale was M = 1.98 (SD = 0.20), corresponding to the *"Good"* category (2.00–2.25). The low standard deviation of GWA (SD = 0.20) indicates that academic performance among graduates was relatively consistent, with most students having similar GWAs. In contrast, the standard deviation of LET scores (SD = 4.39) indicates moderate variability, suggesting that performance in the licensure examination was more spread out across graduates.

These findings align with previous studies suggesting that students with strong undergraduate academic performance are more likely to achieve higher scores on professional licensure examinations (Ferrer, 2024; Navida & Cocal, 2022; Amanonce & Maramag, 2020). Prior research has emphasized that academic success during a teacher education program builds the foundational knowledge and competencies necessary for the LET (Ferrer, 2024; Esmeralda & Perez-Espinosa, 2015). Furthermore, the consistency in GWA scores may indicate that BEED graduates maintain a stable level of academic achievement, supporting the notion that sustained effort throughout undergraduate studies contributes to success in licensure examinations (Sicuan & Junio, 2025).

**Relationship Between GWA and LET Performance of BEED Graduates**

To determine the relationship between undergraduate academic (GWA) and LET performance, a Pearson correlation analysis was performed. Since GWA was transformed so that higher values indicate better academic performance, this transformation ensures an intuitive interpretation of the results.

The analysis revealed a statistically significant, strong positive correlation between transformed GWA and LET performance (𝑟=.694, 𝑝 <.000). According to Emmanuel and Isiaq's (2024) correlation scale, this falls within the "*strong positive correlation*" range (.5 to .7), indicating that graduates with higher academic performance tend to achieve higher LET scores.

**Table 2. Relationship Between GWA and LET performance of BEED graduates**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Predictor Variable | Outcome Variable | M | SD | p-value | R value | Interpretation |
| Transformed GWA | LET Average | 3.02 | .20 | .000 | .694 | Strong |

*Note: N = 54. p < .05 (2-tailed). Interpretation is based on Emmanuel and Isiaq’s (2024)*

*correlation scale.*

These findings align with previous studies emphasizing the importance of undergraduate academic performance in professional licensure examinations (Muico et al., 2024; Amanonce & Maramag, 2020; Puertos, 2015). Research has shown that students who perform well academically tend to develop effective study habits, critical thinking skills, and content mastery (Bose, 2024; Adeoye et al., 2024; Rivas et al., 2023), which are essential for success in high-stakes standardized tests like the LET.

Moreover, the statistical significance of the correlation (𝑝 <.000) confirms that the relationship between GWA and LET performance is unlikely to have occurred by chance. The positive direction of the correlation further supports the notion that higher academic performance is associated with better licensure exam results (Ferrer, 2024), reinforcing the role of undergraduate education in preparing teacher education graduates for professional certification.

However, while the correlation is strong, it is important to note that correlation does not imply causation. The relationship between GWA and LET performance does not mean that high GWA directly causes higher LET scores (Cahapay, 2020). Other factors, such as test-taking strategies, participation in review programs, and individual motivation, may also influence LET outcomes (Maghinay, 2024; Camañero et al., 2024; Tulud, 2023; Dela Fuente, 2021). Future studies may explore these additional factors to develop a more comprehensive understanding of LET performance predictors.

**GWA as a Predictor of LET Performance of BEED Graduates**

A simple linear regression analysis was performed to examine whether undergraduate academic performance (Transformed GWA) significantly predicts LET performance. As presented in Table 3, the model revealed that GWA significantly predicts LET performance (R = .694, R² = .482, p < .000), indicating that 48.2% of the variance in LET scores can be explained by undergraduate academic performance.

**Table 3. Regression model summary for GWA as a predictor of LET performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R2 | Adjusted R2 | SE of Estimate |
| 1 | .694 | .482 | .472 | .145 |

The ANOVA results in Table 4 confirm that the regression model is statistically significant, F (1,52) = 48.35, p < .000, indicating that GWA makes a meaningful contribution to the variance in LET scores.

**Table 4. ANOVA for the regression model**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | df | Mean Square | F | p-value |
| Regression | 492.989 | 1 | 492.989 | 48.345 | <.000 |
| Residual | 530.259 | 52 | 10.197 |  |  |
| Total | 1023.248 | 53 |  |  |  |

As shown in Table 5, the regression coefficient for Transformed GWA (B = 15.284, p <.000) suggests that for every one-unit increase in GWA, the LET score is expected to increase by 15.284 points. Since GWA was transformed such that higher values indicate better academic performance (5.00 as the highest instead of 1.00), this means that students with higher GWA scores are more likely to achieve higher LET scores. This positive relationship aligns with previous findings that academic achievement is a key factor in licensure exam success (Ucol, 2024; Cahapay, 2020; Solis-Foronda, 2017).

**Table 5. Regression coefficients for GWA as a predictor of LET performance**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Predictor | B | SE | β | t | p-value | 95% CI (Lower, Upper) |
| Constant | 38.735 | 6.653 |  | 5.822 | <.000 | (25.385, 52.085) |
| GWA | 15.284 | 2.198 | .694 | 6.953 | <.000 | (10.873, 19.694) |

The constant (B = 38.735, p <.000) represents the predicted LET score when GWA is zero. However, since GWA values in this study do not approach zero, this value is not practically meaningful in interpreting LET performance. Instead, the focus remains on the predictive strength of GWA.

The strong predictive relationship between undergraduate academic performance and licensure examination performance is consistent with previous research. Studies have shown that students with high academic achievement tend to perform better on standardized assessments, including licensure examinations (Pangngay & Merza, 2023; Tayaben et al., 2017). This finding aligns with those of Ferrer (2024), Lento & Sayed (2014), and Salcedo et al. (2021), who found that undergraduate GWA significantly predicts success in professional licensure exams, reinforcing the notion that foundational knowledge and academic consistency contribute to test performance.

Moreover, Camañero et al. (2024) and Bose (2024) emphasized that academic performance is a crucial determinant of licensure exam success, as students with strong GPAs are more likely to have developed effective study habits, critical thinking skills, and knowledge retention, all of which contribute to LET outcomes better. The results of the present study support these findings as they indicate that undergraduate GPA alone can account for nearly half of the variance in LET performance.

However, while the model explains 48.2% of the variance in LET scores, this also implies that 51.8% of the variability remains unexplained, indicating that other factors contribute to LET performance. Abdulmajid (2024), Balanquit et al. (2023), and Callena et al. (2019) suggest that LET results may be influenced by a range of factors, including student-related aspects (such as mental ability, self-efficacy, motivation, socioeconomic background, and study habits), school and teacher-related elements (including faculty qualifications, curriculum design, instructional practices, and support services), home-related circumstances (like family responsibilities and financial constraints), and participation in LET review programs. This is supported by Colicol et al. (2022) and Valle and Brobo (2022), who found that students enrolled in structured LET review programs performed better than those who relied solely on their undergraduate coursework. Future research may explore these additional predictors to develop a more comprehensive understanding of LET success.

**5. CONCLUSIONS AND RECOMMENDATIONS**

The results of this study confirm that undergraduate academic performance, as measured by General Weighted Average (GWA), is significantly related to success in the Licensure Examination for Teachers (LET). A strong positive correlation was established between GWA and LET scores, indicating that students who performed well academically were more likely to achieve higher licensure outcomes. The significant predictive value of GWA supports its relevance as a factor in LET success, highlighting the critical role of academic consistency in pre-service teacher preparation. However, since academic performance alone does not fully account for LET results, it is recognized that other factors may also contribute, such as motivation, study habits, and test preparedness.

Given these findings, teacher education institutions, particularly those offering Bachelor of Elementary Education (BEED) programs, can consider enhancing both academic and licensure preparation strategies. Strengthening LET review initiatives, refining course assessment methods to align with licensure competencies, and integrating structured academic interventions for at-risk students may help improve licensure outcomes. The BEED program, in particular, may benefit from utilizing GWA-based predictive insights to inform academic advising, curriculum adjustments, and individualized student support.

At the policy level, institutions may consider revisiting retention and progression criteria, leveraging academic performance data to identify students needing early interventions. These strategies can support data-driven decision-making aimed at improving the quality of teacher preparation and ensuring graduates' readiness for professional licensure.

While this study establishes the importance of GWA in LET performance, future research is recommended to analyze trends across larger samples and multiple cohorts to validate the findings further. Moreover, exploring additional predictive factors could provide a more comprehensive framework for understanding licensure success, such as test anxiety, self-regulation, and external review program participation. These avenues can guide the continuous improvement of teacher education programs and the overall professional preparedness of graduates.

**Ethical Approval:**

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

**DISCLAIMER (Use of Artificial Intelligence)**

The author hereby declares that generative AI technologies, specifically Large Language Models, were used during the writing and editing of this manuscript. Details of the AI usage are as follows:

1. Name of the AI Tool: ChatGPT
2. Version/Model: GPT-4-turbo
3. Source/Provider: OpenAI (https://chat.openai.com)

Purpose of Use: The AI tool was employed to enhance the clarity and coherence of the discussion, improve grammar and academic tone, and refine the abstract for improved readability and adherence to scholarly standards.

Sample Prompts Provided to the AI:

1. “Please enhance this abstract to improve clarity, focus, and impact.”
2. “Correct grammar and improve the flow of this discussion section.”
3. “Summarize findings in a more concise academic style.”
4. “Rephrase this paragraph to sound more formal and scholarly.”

All intellectual content, data interpretation, and scientific conclusions remain the responsibility of the authors. The AI tool served only as an editorial assistant and did not generate original scientific ideas or perform data analysis.

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